

Promoting School Attendance Completion Guide for Grade 7

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ABSTRACT

The research was conducted at Matab-ang National High School, Matab-ang Toledo City, Cebu as a bases for an intervention activities for “Promoting School Attendance Completion guide in Matab-ang National High School, Matab-ang Toledo City Cebu. Descriptive method was used. Questionnaires were given to 70 students for evaluation. Gathered data were treated using simple percentage, weighed mean formula, chi-square formula. Based on the findings and after a careful analysis and interpretation of the study. It is concluded that the “Promoting School Attendance Completion Guide in Grade 7 in Matab-ang National High School, Matab-ang Toledo City, Cebu and School Attendance Completion Guide in Grade 7.” It was recommended that this study has identified the following key aspects of intervention for improving the school attendance of the learners, 1. Maintaining flexible activity to cater learners diversity of learning needs and interest. 2. Teacher’s extended support to mainstreaming classes. 3. Evaluating skills using a range of procedures through close monitoring and collecting of evidence. 4. Ensuring that the whole school supported the activity promoting for literacy improvement. 5. allotting a warm, inviting room for those students who likely to withdraw from the program.

KEYWORDS: *Intervention Team Approaches, Personal Facets, Family Facets, School Facets, flexible facets, graduation rates, & drop out reduction program*

1. THE PROBLEM AND ITS SCOPE:

INTRODUCTION

Rationale of the Study

According to a Harvard University survey, nearly half of Latino and African American pupils who should have graduated from California high schools in 2002 failed to do so. The situation was considerably worse in the Los Angeles Unified School District, where only 39 percent of Latinos and 47 percent of African Americans graduated, compared to 67 percent of whites and 77 percent of Asians. The report concluded that the public remains largely unaware of the true extent of the problem because the state uses “misleading and inaccurate” methods to report dropout and graduation rates.

In the global context, it is an undeniable reality that a country's success is highly dependent on its residents' education. Education is widely considered as one of the most important factors in poverty alleviation. It is a vital investment for human and economic evolution.

Dropping out is defined as leaving school without completing a high school degree or an equivalent

certification such as a General Educational Development (GED) certificate, according to the National Center for Education Statistics. A country's efficiency, social, and economic progress can all benefit from high-quality education.

Here in the Philippines, almost all high school learners were in their adolescence, which can be deemed as probably one of the most strenuous but definitely exciting days of a person's life. There are numerous issues swamp youths today, one of which is the lack of direction, as to what path one must undertake to be who he wants to be, or simply, the stage of exploration and identity identification. There are also distinct facets that could bear about these issues, like social pressure and the mass media. These are only some facets that could have an effect on their whole being. Facing each day with these matter and influences may give to one's performance mainly in school.

How to cite this paper: Roselyn L. Rabago "Promoting School Attendance Completion Guide for Grade 7"

Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-4, June 2022, pp.1487-1499, www.ijtsrd.com/papers/ijtsrd50273.pdf



IJTSRD50273

URL:

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This research focuses on a number of issues that most junior high schools are now dealing with. Dropouts, repeaters, and balik-aral, or what we used to call school attendance, are examples of students who are at high risk of failing to complete high school. Learners dropping out of school is one predicament of the education sectors; dropping out means leaving the school for practical reasons. It is an hindrance that is vexing the Department of Education not only in the Philippines but also many countries around the world because of its growing rate more and more each year. Increased rates of dropouts mean that there is a big chance that these learners may not finished the needed years in junior school which may result to future jobless for example that can give a big impact on the country 's progress especially in growing countries like the Philippines.

With these premises, this study is to identify and to have an in-depth understanding on the common problems encountered by the junior school students, specifically in grade - 7 students who dropped out of our beloved school Matab-ang National High School. As Alumna and became a teacher of this school, it is but fitting to note that I 'am much deserve to conduct this study because I know the real current situation of what is happening to that school and by the findings of this research, I as researcher can help those learners who are dropping out will become a better citizen in the future.

Theoretical Background

As referenced by Saul McLeod (2018), this research is based on Erik Erikson's Psycho-Social

Development of Personality (1963) hypothesis, namely the conflict stage of "industry versus inferiority," which occurs between the ages of 6 and 11. This stage expresses the urge for a child to achieve well in school and develop a sense of accomplishment and satisfaction from a job well done. Otherwise, the youngster grows up with a strong sense of self. According to J. Bullard (2018), Abraham Maslow's Hierarchy of Requirements (1943) identifies the essential human needs. Exposure to external variables that allow or prevent fulfillment of basic wants, he reasoned, causes movement up or down the hierarchy of needs. Maslow suggests that, without the fulfillment of these needs, an individual may feel discouraged, weak and i

In line with this study, if a learners feels discouraged and inferior, his motivation may be affected and thus, there will certainly have inhibitions especially with his performance in school.

Moreover, Carl Rogers' Self-theory (1987), as cited by JN Bratman (2012) points out that the ultimate goal of each one is to be a fully functioning person. Rogers also described the characteristics of a fully functioning person these are: openness to experiences, existential living, self-trust, sense of freedom and creativity.

With these theories, the researcher conducted a study on the problems encountered by the school attendance in public high school in Matab-ang National High School as basis for promoting school attendance guide for grade 7.

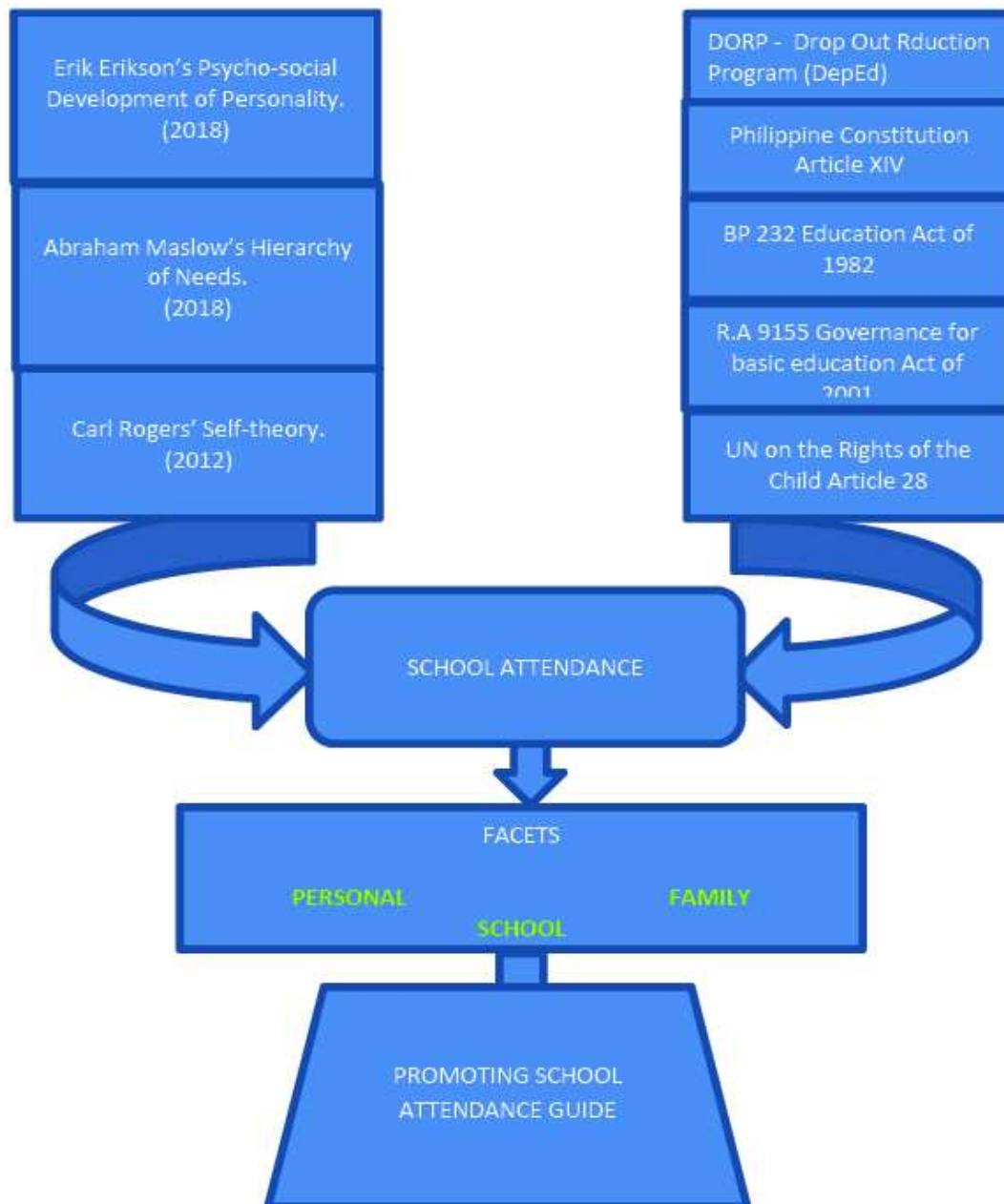


Figure 1 Theoretical Framework of the Study

The Department of Education (DepEd) launched a program which is the Dropout Reduction Program (DORP), (2010), which means an intervention program to reduce the high dropout rate and improve learning outcomes in public and private schools using formal, non-formal and informal approaches. This aims to facilitate access of every Filipino to quality basic education, which equips him with the basic literacy tools and content that are essential for his growth and development as a person and as a citizen of a democratic society.

This program's legal foundation includes the following: According to Article XIV of the 1987 Philippine Constitution, the government must "protect and promote the right of every citizen to quality education at all levels and shall take appropriate steps to make such education accessible to all," and it "encourages non-formal, informal, and indigenous systems, as well as self-learning, independent, and

out-of-school study programs particularly those that respond to community needs."

Batas Pambansa Blg. 232, The education Act of 1982 states that "the state shall provide the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental condition, racial or ethnic origin, political and other affiliation."

Republic Act 9155 Governance for Basic Education Act of 2001 states that "envision a curriculum that shall promote the holistic growth of Filipino learners and enable them to acquire the core competencies and develop the proper values."

Article 28 of the United Nations Convention on the Rights of the Child (November 1989) reads, "Make elementary education obligatory and free to all."

THE PROBLEM

Statement of the Problem

The primary purpose of this research seeks to determine the problems encountered on School Attendance of Grade 7 Learners at Matab-ang National High School, Matab-ang, Toledo City during school year 2018-2019 as basis for intervention activities specifically, it answers to the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. learners status;
 - 1.4. dropped out;
 - 1.4.1. repeater;
 - 1.4.2. balik-aral;
2. What are the problems encountered by school attendance in terms of the following facets:
 - 2.1. Personal;
 - 2.1.1. Health
 - 2.1.2. self-esteem
 - 2.1.3. peer influence
 - 2.1.4. early marriage
 - 2.2. Family;
 - 2.2.1. economic stability
 - 2.2.2. parental guidance
 - 2.3. School
 - 2.3.1. school facilities and instructional materials
 - 2.3.2. teacher
3. Is there significant relationship between the learners demographic profile and their perception on the problems encountered in school attendance facets?
4. What are the issues and concerns related to the school attendance?
5. Based on the findings of the study, what intervention activities can be crafted?

Significance of the Study

This study was conducted to discover the problems encountered by the school attendance at Matab-ang National High School during School Year 2018 - 2019, as basis for Promoting School Attendance Completion Guide for Grade - 7.

In this connection, the researcher believed that this study is of eminent merit to the following:

Department of Education. The outcome of this study will aid the government to help the high school learners by offering scholarship programs and other

intervention activities that caters the need of the high school learners especially from the public schools.

Guidance Counselors. The findings of this study will served as benchmark to all guidance counselors, especially in public schools, to design and develop a guidance program focusing on the services and activities to cater the needs of learners who are at risk of dropping out of school and to reduce the number of learners apathetic to school environment.

Teachers. The outcome of this study will aid the teachers to understand more their learners and to use these findings to keep down dropout rate and learners low academic performnace.

Learners. This will assist them find method to continue their study and develop a optimistic view and interpersonal relationship.

Parents. It will help them persuade their sons and daughters to run after their studies and support their children's education.

Researcher. To share these findings to my co - teachers for future use reference.

Future Researchers. The findings of this study could be used by other researchers to expand on or address other problems of public school students. This necessitates determining the success of government and non-government institutions' services related to school attendance.

RESEARCH METHODOLOGY

Research Design

The Descriptive - survey corellational method was employed in order to identify the role and significance of school attendance of the problem encountered in Matab-ang National High School.

Flow of the Study

The synthesis of the whole study is reflected in the research flow as ilustrated in figure 2. the main source of data as shown in the chart are the data from the respondents which is the demographic profile of the learners and the problems encountered by the school attendance. In the process, a separate surevy questionnaire for grade - 7 learners which determines their demographic profile and the problems encountered by school attendance in terms of three (3) facets namely: personal, family and school facets. The collected data were analyzed and interpreted. These were the basis for the researcher in promoting school attendance completion guide in Grade 7.

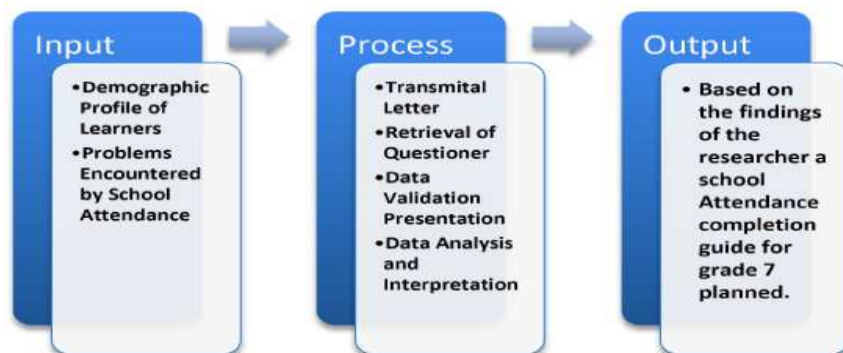


Figure 2 Flow of the Study

Environment

The study was conducted in Matab-ang National High School at Matab-ang Toledo City which belongs at Cluster 9 with 1,110 learners population which offers 4 level of secondary curriculum (gr.7, gr.8, gr.9 & gr. 10) and Senior high (grade 11 and grade 12). Grade 7 level is the 1ST most populated curriculum level in the said school with 62 faculty member with the School Head Mr. Geraldo D. Lana.

On the other hand, Its Barangay Matab-ang Toledo City has a population of 6,706 and a land area of 11.11 square kilometers.

When we talk about a brief history on the said barangay Matab-ang, long before it got its name, Matab-ang was not populated because there was no source of water nearby. Residents had to walk for kilometers to get water for drinking, bathing and washing dishes. Fortunato, a fisherman who lived there, called for a meeting together with the residents of the area he sited that they look for a source of water. The body decided to dig a well. However, since the area was near the seashore, many expressed their opposition to the proposal. Fortunato silenced their uncertainties by reciting this verse from the bible “if ye shall ask anything in my name, I will do it.” A religious person Fortunato fully believed this, and therefore asked his friends to pray for their success. A well was dug following the prayers, and to their surprise the water was fresh, not salty. Thus, they called the place Matab-ang meaning “not salty.”



Figure 3 Map of the Research Environment

Respondents

The respondents of this study were determined through purposive sampling methods. The respondents are the school attendance which are the Dropped-out, Repeaters and Balik-aral . In this study there are 48 Dropped-out, 2 Repeaters, and lastly, there are 20 Balik-aral. They were selected to validate the effectiveness of the study “Promoting school attendance completion guide for grade 7.”

Table 1 List of Respondents (N= 70)

Respondents	Population Size	Percentage
Dropped Out	48	68.50
Repeater	2	2.80
Balik - Aral	20	28.50
TOTAL	70	100

Instruments

The major data-gathering instrument for this study was a survey questionnaire from the Connecticut State Department of Education. The demographic profile and the survey-questionnaire are the two primary elements of the questionnaire. The profile includes demographic information about the respondents, such as their age, gender, grade level, and learner status.

The survey proper explored the problems encountered by the respondents. In this survey questionnaire, four choices were provided for every statement: extremely barrier, moderate barrier, Somewhat a barrier or Not a barrier. The choices represent the agreement each respondent has on the given question.

Three (3) facets were used to determine the problems encountered by the school attendance in Matabang National High School, these are: Family facets which includes the family situation and the financial issues of the respondents; School facets, which pertains to the respondent's concerns about teachers, classmates, subjects and the school facilities; and the Personal facets, that pertains to the respondent's health-related issues and other personal concerns.

Gathering of Data

The following are the steps in data gathering:

Preliminary Preparation. A letter requesting approval to conduct the study be secured.

Distribution of Questionnaire. Upon approval, the questionnaires were personally discuss to the learners. Before filling up the survey questionnaire a discussion on the purpose of the study was to explore and after all the questionnaire collected.

Treatment of Data

The following was the statistical formulas used in the study. **Simple Percentage.** To determine the Demographic Profile of the Respondents.

Weighted Mean Formula. To used to utilized a set of data as to what Extent Problems Encountered by Grade - 7 school attendance.

Chi – Square Formula. Employed the significant relationship between the Demographic Profile and Extent Problems Encountered by Grade – 7 Dropouts, Repeaters and Balik – Aral.

Scoring Procedure

The following scoring matrix was observed in this study.

Scale	Range	Verbal Description
4	3.26 - 4.00	Extremely barrier
3	2.51 - 3.25	Moderately barrier
2	1.76 - 2.50	Somewhat a barrier
1	1.00 - 1.75	Not a barrier

DEFINITION OF TERMS

For the purpose of lucidity and better understanding of this study, the following terms will explain in the context of this investigation:

Balik-aral. It refers to the learners who goes back to school after a year or more of vacationing and decided to pursue his/her studies. It can also be referred to as “back to schooling.”

Dropout. These refers to the one who leaves school or an educational program prematurely (Merriam-Webster, 2012).

In this study, this refers to any learner who left school for any reason before graduation or completion of a program of studies without transferring to another secondary school.

Dropout Rate. These are the number of learners who left school during the year as well as those who finished the grade/year level but unable to enrol in the next grade/year level the following school year to the total number of learners enrolled during the previous school year (DepEd, 2006)

Facet. This refers to an aspect of something such as situation or someone's character (Macmillan-Dictionary, 2016) or it refers to angle, aspect, hand, phase and side. (Merriam-Webster, 2012)

In this study, this is the different aspects of problems encountered by learners.

Family Facet. These are the problems faced by the learners with regards their family's circumstances and financial matters.

Intervention Program. This refers to a conceptualized program build to minimize the rate or stop the learners from staying out of school.

Personal Facet. As used in this study, this refers to the impediments of learners affecting them such as, self-esteem, health issues, early marriage/pregnancy and other personal matters.

Problems Encountered. this refers to a question raised for an inquiry, consideration or solution. (Merriam-Webster, 2012)

In the study, this refers to the troubles that a high school learner encountered during their schooling life

Repeaters. This refers to learners who repeated an educational course, usually one previously failed. It can also be referred to as having "held back." (Wikipedia, 2007)

In this study, this is also known as year retainer, a learner enrolled in a class or year level for the second or ensuing time.

School attendance. This refers to whether a person attended any approved educational institution or program full-time or part-time for all or part of the reference period. Statistics Canada (Statistics Canada, 2016).

In this study, these are the learners who attend school specifically the drop-out, Repeaters and Balik-aral.

School Facet. This refers to the school-related problems of the learners that hampers them from performing well in school.

2. PRESENTATION, DATA ANALYSIS AND INTERPRETATION

This chapter expounds on the analyses and interpretation of the data gathered out of the instruments used in this study presented according to the specific problems.

Table 2 Demographic Profile of Respondents National High School

Variables Age	Frequency	Percentage
15 - 16 years old	25	35.71
13 - 14 years old	41	58.57
11 - 12 years old	1	01.43
Total	70	100.00
Gender		
Male	61	87.14
Female	9	12.86
Total	70	100.00
Learners' Status		
Dropped Out	48	68.57
Repeaters	2	02.86
Balik - Aral	20	28.57
Total	70	100.00

Table 2 revealed the age ranges between 13 - 14 years old with 41 or 58.57% are most vulnerable age of an individual that at high chances of personal, family and school facets that may affect their overall school performance followed by age ranges 15 - 16 years old with 25 or 35.71%, then age ranges 17 - 18 years old with 3 or 04.29% and lastly age ranges 11 - 12 years old with 1 or 01.43 %. A total of 70 or 100 % respondents population.

It clearly shown found on the table that male learners are more susceptible on the major facets that may affect the learners focus on attending classes or get actively involved in school, it covers 61 or 87.14% contrast to female learners which covers 9 or 12.86% from the total respondents population.

It has been displayed on the table that learners who dropped out has the prominent number with 48 or 68.57% followed by the Balik-aral with 20 or 28.57% and later by number of Repeaters with 2 or 02.86 % from the total respondents population.

Table 3 Problem Encountered by the respondents of common facets

Facets		Weighted Mean	Verbal Interpretation
Personal			
Health			
1.	I'm Sickly.	2.17	Somewhat a Barrier
2.	I'm victim of depression.	2.07	Somewhat a Barrier
3.	I have poor diet and starving.	2.83	Moderately a Barrier
Self - Esteem			
1.	Lack motivation to study.	2.93	Moderately a Barrier
2.	I wanted to be alone by myself.	2.69	Moderately a Barrier
3.	I have difficulty gaining friends.	2.36	Somewhat a Barrier
Peer Influence			
1.	I'm engaged in different vices (Alcoholism, gambling and illegal drug use).	1.64	Not a Barrier
2.	I'm into fraternities.	1.59	Not a Barrier
3.	I'm addicted to online games.	2.67	Moderately a Barrier
Early Marriage			
1.	I got pregnant/ I have a child.	1.26	Not a Barrier
2.	My parents were uneducated and do not guide me.	1.76	Somewhat a Barrier
3.	Out of my curiosity about relationship.	1.51	Not a Barrier
Overall Weighted Mean		2.12	Somewhat a Barrier

LEGEND:

3.26 - 4.00- Intense barrier 1.76 - 2.50 -somewhat a barrier
2.51 - 3.25 - Moderately a barrier 1.00 - 1.75- Not a Barrier

The table shows the different problems encountered under Personal Facet. As gleaned from the data, these are the problems encountered by the learners that results to moderately a barrier in thier school attendance: first, the lack of motivation to study with 2.93 weighted mean, secondly, they have poor diet and starving with 2.83 weighted mean, and lastly learners are addicted to online games with 2.67 weighted mean.

Results among problems encountered by learners in thier school attendance that answers somewhat a barrier in thier school attendance, first, they have difficulty gaining friends with 2.36 weighted mean, secondly, they are sickly with 2.17 weighted mean, then, they are victims of depression with 2.07 weighted mean and lastly, their parents were uneducated and do not guide them.

Results on the table answers that learners who are engaged in different vices like alcoholism, gambling and illegal drug use with 1.64 is not a barrier in their school attendance, another is that learners who engaged fraternities with 1.59 is not also a barrier in their school attendance, some learners out of curiosity about relationship with 1.51 is not a barrier and the last, female dropped-outs says that getting pregnant or have a child is not a barrier in their school attendance.

Therefore, the overall weigted mean in terms of personal facets with 2.12 is somewhat a barrier in Matab-ang National High School.

Table 4 Problems Encountered by School Attendance in Terms of Family Facet

Facets		Weighted Mean	Verbal Interpretation
Family			
Economic Stability			
1.	My Parents earned less income.	2.56	Moderately a Barrier
2.	My parents are not interested to send me to school instead they want me to work and earn.	2.54	Moderately a Barrier
3.	My Parents do not support me financially.	2.31	Somewhat a Barrier
Parental Guidance			
1.	I came from a broken family.	1.84	Somewhat a Barrier
2.	My Parents don't have interest in my study.	2.26	Somewhat a Barrier
3.	I lack communication with parents.	1.96	Somewhat a Barrier
Overall Weighted Mean		2.25	Somewhat a Barrier

It found on the table that the different problems encountered under Family Facets was moderately a barrier in their school attendance, the greatest number was their parents earned less income with 2.56 weighted mean and also their parents are not interested to send them to school instead they want them to work and earn with 2.54 weighted mean.

Somewhat a barrier of learners school attendance was first, their parents do not support their child financially with 2.31 weighted mean, followed by parents don't have interest in their study with 2.26 weighted mean, then, lack of communication with parents with 1.96 weighted mean and lastly, they came from a broken family with 1.84 weighted mean.

Therefore the overall weighted mean for family facet with 2.25 is somewhat a barrier in Matabang National High School.

Table 5 Problems Encountered By School Attendance In Terms of School Facet

Facets		Weighted Mean	Verbal Interpretation
School			
School Facilities and Instructional Materials			
1.	Overloaded classrooms.	1.24	Not a Barrier
2.	Lack of books and other needed materials.	1.24	Not a Barrier
3.	Inadequate environment.	1.20	Not a Barrier
Teachers			
1.	My teachers are too traditional and boring.	1.23	Not a Barrier
2.	My teachers have unpleasant attitude and inconsiderate.	1.34	Not a Barrier
3.	I have difficulty understanding the lessons discussed by the teacher.	1.27	Not a Barrier
Overall Weighted Mean		1.25	Not a Barrier

The data revealed that the encountered problems linked with school facet are: Teachers have unpleasant attitude and inconsiderate with 1.34 weighted mean, Difficulty in understanding the lessons discussed by the teacher with 1.27 weighted mean, overloaded classrooms and lack of books and other needed materials with 1.24 weighted mean, Teachers are too traditional and boring with 1.23 weighted mean and lastly, inadequate environment for learning with 1.20 weighted mean. Therefore it clearly shows that problems encountered by school attendance in terms of School Facet with 1.25 overall weighted mean is not a barrier in Matabang National High School.

Table 6 RELATIONSHIP BETWEEN THE LEARNERS DEMOGRAPHIC PROFILE AND THEIR PERCEPTION ON THE PROBLEMS ENCOUNTERED IN SCHOOL

Demographic Profiles	Computed Chi-Square	df	P -Value	Decision	Verbal Interpretation
Age	1.133	72	0.010	Reject Ho	There is Significant Relationship
Gender	33.852	24	0.087	Accept Ho	There is No Significant Relationship
Learners' Status	92.225	48	0.000	Reject Ho	There is Significant Relationship

As revealed in table 6, the results on the relationship between the learners demographic profile and their perception on the problems encountered in school attendance facets in terms of age has computed Chi-Square of 1.133, Df of 72, P-Value of 0.010, therefore the null hypothesis, which states “there is significant relationship” between age gap is rejected. In terms of gender, the computed Chi-Square of 33.852, df of 24, P-value of 0.087. Therefore the null hypothesis, which states, “there is no significant relationship” in terms of gender is accepted. And lastly, learners status has computed chi - square 92.225, df of 48, p-value of 0.000. therefore the null hypothesis which states “there is significant relation in terms of learners status” is rejected.

Table 7 ISSUES AND CONCERNS RELATED TO SCHOOL ATTENDANCE

ISSUES AND CONCERNS	PERCENTAGE	RANK
Low academic performance	55.00	8
Difficulty in Reading	65.40	4
Poor attendance	60.00	7
Not interested in Attending Class or learning.	49.80	9
Physical abuse from family members	48.30	10
Poor home condition.	90.50	1
Excessive family responsibilities.	88.30	2
Distance between home and school	78.50	3
Bullying	63.00	5
Cutting classes	61.00	6

As revealed in the table, the result on issues and concerns that poor home condition got the highest rank, secondly is excessive family responsibilities, followed by distance between home and school, then bullying, and als cutting classes, poor attendance, low academic performance, not interested in attending class or learning and the lowest rank is physical abuse from family members.

3. SUMMARY AND RECOMMENDATIONS

This chapter presents the finding of the study, summary, recommendations and conclusions based on the results and interpretation of data from the previuos chapter. It also presents the school attendance completion guide for grade 7 of Matab-ang National High School. The purpose of the research and the researcher is to create school attendance completion guide for grade 7 in making absences and in leaving school.

SUMMARY

The main purpose of this research is to create school attendance completion guide for grade 7 of Matab-ang National High School, Department of Education Toledo City Division, Toledo City Cebu during the academic year 2018-2019.

FINDINGS

Briefly, the findings of the study are summarized as follows:

The data in the demographic profile of the dropouts, repeaters and balik-aral involved in this study revealed that according to age, it was noted that ages 13 to 14 have the highest number of respondents with 58.57%, succeeded by ages 15 to 16 with 25 or 35.71 %, then followed by ages 17 to 18 with 3 or 04.29%, lastly was ages 11 to 12 with 1 or 01.43%.

In line with the gender, most of the total number of respondents was males with 61 or 87.14% to 9 or 12.86% females.

With regards on the student status, there were 48 dropouts, 2 repeaters, 20 balik-aral were equally distributed with survey questionnaires and asnwrs the three major factors.

It appears that the predominant encountered problem of the school attendance fell on the family facets with a mean of 2.25 somewhat a brrier, followed by the personal facets with a mean of 2.12 somewhat a barrier and the school facets with a mean of 1.25%.

Age and Learners status and problems encountered has shown a significant relationship, also, gender and problems encounters although exhibited a negatively small correlation, it still shows a negativ significant relationship between the variables.

CONCLUSION

Based on the respondents answered with school attendance completion guide for grade 7, the researcher must implement the school attendance completion guide for grade 7 at Matab-ang National High School, Department of Education, Toledo City Division, Matab-ang, Toledo City.

RECOMMENDATION

This research has identified the following key aspects of intervention .

1. Maintaining flexible activity to cater learners diversity of learning needs and interest.
2. Teachers extended support to mainstream classes.
3. Evaluate skills using a range of procedures through close monitoring and collecting of evidences.
4. Ensure that whole supported the activity promoting school attendance completion guide.
5. Allotting a warm, inviting room for those students who likely to withdraw from the program.

4. OUTPUT OF THE STUDY**RATIONALE**

These School Attendance Completion Guide for Grade 7 outline an ideal model of a thorough school intervention activities that has been evolve to lead school districts as they venture to link school intervention activity goals and content with their school improvement efforts. It can also help school districts to assess their current activity and implement changes based on reserach and best practices. As a model is implemented across the state, school counselors will substantially increase their ability to foster academic, personal/social and career development for connecticuts students.

OBJECTIVES :By the end of this research, students can identify the following key aspects of intervention to improve the following:

1. **Empower youth and their families:** link the activity/intervention to issues that students/families face (economic, social, etc.). provide empowerment and leadership opportunities and training, build character and sense of social responsibilities.
2. **Engage child'd family in efforts to support:** joint counseling, case work with social workers, etc. And
3. **Assemble powerful conections between youngster and adults:** pro-active mentoring, in-school suspension activities that are more than warehouses, etc.
4. **Bridge the social capital divide:** connect youth and their families to the individuals and agencies with the ability and desire to address those issues.
5. **Develop high expectation of all involved:** must provide educational and social services based on high standards of quality

SCHEME OF IMPLEMENTATION

**SCHEME OF IMPLEMENTATION OF LEARNERS INTERVENTION ACTIVITIES FOR
MATAB-ANG NATIONAL HIGH SCHOOL, MATAB-ANG TOLEDO CITY, CEBU**

Areas of Concern	Objectives	Strategies	Person involved	Budget	Source of budget	Time frame	Expected outcome	Actual accomplishment	Remarks
Intervention Team Approaches	Providing advanced preparation for learners who are lagging behind peers	Can focus on academic, social, or psychological risk factors.	Designated Guidance Counselor School Principal Students Advisers Head of Security	Php 7,500.00	School Fund Savings PTCA Solicitations from stakeholders	September 2019	80% will be run the structure and operation of school counseling activities	The persons involved in every area of concerns will monitored and apply operation of school counseling activities	Identified and implemented specific and effective intervention strategies

Supplemental activities	Providing support to peer groups Enhancing learning opportunities for those learners deemed most at-risk	Focus adding to the resource and experiences of the most at-risk learners	Designated Guidance Counsellor School Principal Students Adviser Head of Security	Php 8,000.00	School Fund Savings PTCA Solicitations from stakeholders	October 2019	80 % will be gratified standards : defining competency-based goals in the academic, career and personal/social	The persons involved in every area of concerns will monitored and apply best practices for school attendance completion guide for grade 7	Assisted learners in cognitive, social and effective development
Community/home/school/partnership activities	Develop innovative and non-traditional approaches to emphasize academic achievement Create links to future opportunities Blend community services such as health, social services, and recreation into the school environment	Seek to bridge the divide between the family and the school. The best ones develop a sense of ownership and responsibility	Designated Guidance Counsellor School Principal Students Adviser Head of Security	Php 5,000.00	School Fund Savings PTCA Solicitations from stakeholders	November 2019	90% will be delivered the system	The persons involved in every area of concerns will monitored and apply activities delivery	Occurs when learners, teachers and others involved feed information back to activity staff in ways that improve activities services

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